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THE ELEMENTARY SCHOOL JOURNAL

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Educational News and Editorial Comment

CORPORAL PUNISHMENT

The *Spokane Daily Chronicle* recently canvassed forty-two of the states of the Union on the matter of corporal punishment. The editor has given permission for the reproduction in full of the results of this canvass. Because of the length of the article we shall copy it in this and the next issue of the *Elementary School Journal*, quoting in this number the statements from the first twenty-four states reporting.

Spright Dowell, Alabama: We have not thought that the time has yet come in the state when we can prohibit it entirely. We feel, however, and our practice bears us out in the statement, that the mere possibility of administering it is of itself probably more wholesome than the actual infliction of punishment.

J. L. Bond, Arkansas: I may say in connection with this whole matter that there is a decided tendency on the part of our teachers to administer punishment (corporal) only when absolutely necessary, and then within proper bounds or limits.

Will C. Wood, California: I do not believe that corporal punishment should be administered generally in the schools. The day of Mr. Squeers has gone by. However, I am of the opinion that there are times when corporal punishment is not only justified but sometimes necessary for the pupil's own good and for the good of society, provided it is inflicted with moderation.

Alice B. Clark, deputy superintendent, Colorado: I will state that Mrs. Bradford (state superintendent) is very much opposed to corporal punishment but the laws of the state make no provision against same. In Denver teachers are forbidden to inflict such corporal punishment, all incorrigible children being sent to the principal for such correction.

Charles D. Hine, Connecticut: The belief of teachers in the state is that corporal punishment ought not to be abolished by the law. Their convictions go still further and the universal feeling is that it ought not to be used except in emergencies which require prompt action.

A. R. Spaid, Delaware: Our new school code says nothing about the whipping of pupils in the public schools.

W. N. Sheats, Florida: The best disciplinarians will perhaps never need to use this form of punishment, but there are teachers, who, perhaps, may need to use it with some pupils and under some conditions. It is my opinion that our laws upon this subject are well worded.

M. L. Brittain, Georgia: In the opinion of the majority of our educators corporal punishment should not be generally inflicted. It is used less and less each year.

F. G. Blair, Illinois: The matter of discipline and punishment is left entirely in the hands of the board of education in this state.

B. J. Burris, assistant superintendent, Indiana: Personally I feel that this mode of punishment should not be resorted to if any other means can be found to secure the end desired. This method of punishment is rapidly losing its popularity although, as I have stated, it still has legal sanction in Indiana.

A. L. Heminger, deputy, Iowa: It has become the general belief of educators of this part of the country, as well as our own belief, that corporal punishment should be used only as a last resort.

Fred A. Seaman, chief clerk, Kansas: As a general proposition, I am firmly convinced that the teachers of Kansas advocate whipping as the last resort. But experience seems to teach that it would be unwise to prohibit it by legislative enactment because it is best to have the pupil know that there is a limit beyond which he cannot go without suffering by so doing.

George Colvin, Kentucky: My personal observation has been that except in rare and aggravated cases, corporal punishment accomplishes but little and the teacher is more often to blame for the necessity of this form of punishment than the pupil himself.

T. H. Harris, Louisiana: The view of the state and county school officials is that whipping should be resorted to when no other method of punishment will seem to reach the case, and that even then parents should be given the privilege to withdraw their children from school, if they prefer that to the punishment.

G. W. Starkey, deputy superintendent, Maine: Corporal punishment is going out of fashion with us. I believe it is diminishing throughout the state each year. While, of course, it is still practiced, especially by inexperienced

teachers, of whom we have more than we ought, yet it is being discouraged by our best school men, and no doubt will soon practically pass out of existence.

M. B. Stephens, Maryland: By-law No. 36: "Under no circumstances shall an assistant teacher inflict corporal punishment on a pupil. Cases seeming to require corporal punishment shall be referred to the principal who may administer corporal punishment as a last resort."

Payson Smith, Massachusetts: There is a very strong and general sentiment against corporal punishment, and I believe it is very rarely employed. It is common for school committees to pass regulations in the matter calling for the presence of other teachers when a whipping is administered and sometimes going so far as to define explicitly what constitutes a whipping.

Personally, I am of the opinion that corporal punishment should very rarely be employed.

T. E. Johnson, Michigan: I may say that the custom of whipping is disappearing from our schools. My own views are that once in a while it is probably necessary. You always will find a few boys to whom the sole method of appeal is through the epidermis and doubtless it does good to make that appeal once in a while. The problems of discipline are notably becoming of less and less importance and I have no doubt that within the next few years that problem of school work will have disappeared. This is due to a different type of pupils, in turn due to a different type of home.

P. C. Tonning, deputy commissioner, Minnesota: Some school boards have passed resolutions forbidding corporal punishment in the schools. Others have restricted the use of corporal punishment to principals or superintendents. It is my impression, however, that, speaking in general, teachers are permitted by school boards to use corporal punishment in a reasonable and moderate manner when this is necessary to maintain discipline or the authority of the school, as contemplated by the law above quoted, and that the attitude of the school people throughout the state is, on the whole, favorable toward the proper use of corporal punishment.

J. W. Broom, assistant superintendent, Mississippi: As a general proposition, I am opposed to corporal punishment. My experience as a classroom instructor convinces me that little, if any, good ever comes from the use of the rod.

Lulu S. Wolford, certification clerk, Nebraska: I think the wisest policy among educators is that if you are a good teacher you do not need to whip. Whipping never established a very stable form of education. In the state of Nebraska the sentiment is entirely against it.

E. W. Butterfield, New Hampshire: The need for corporal punishment in the schools grows less year by year as teachers become more competent and schools more efficiently organized.

John Enright, assistant commissioner, New Jersey: The New Jersey law on this subject provides as follows: "No principal, teacher or other person employed or engaged in any capacity in any school or educational institution,

whether public or private, shall inflict or cause to be inflicted corporal punishment upon any pupil attending such school or institution, and every resolution, by-law, rule, ordinance or other act of authority heretofore or hereafter passed, adopted, approved, made or given by any person or persons whomsoever, natural or artificial, permitting or authorizing corporal punishment to be inflicted upon any pupil attending or that may attend any school or educational institution shall be henceforth void and of no force or effect."

Jonathan H. Wagner, New Mexico: The opinion of the educators of New Mexico coincides with my own belief that while it is necessary to properly maintain government a real teacher will substitute all the time control by intelligence for any control by external authority; such a system is the only basis upon which true education can build real character.

However, when it comes to a question for the good of the school and it seems advisable to administer corporal punishment in the right manner and with reason, I would not most certainly spare the rod if by so doing my influence in the school should be destroyed.

SCHOOL REVENUES

There are a few school districts in the United States which have adequate revenues for the conduct of public education. Sometimes a railroad or other corporation paying large taxes supplies to a small residence district all the money needed for schools. There are mining towns on the Iron Range of Minnesota and manufacturing towns in New England where the children of the community are educated out of the incomes of the companies that employ practically everyone in the town.

With exceptions of this type scattered here and there over the country, school districts may in the main be described as seriously cramped for resources. Indeed, the problem of school revenues has loomed so large in recent months that it has not infrequently prevented discussion of many of the problems of internal organization which are in need of attention. For example, the reorganization of the curriculum to include more community civics is an urgent problem, but it waits for its solution on the practical campaigning for the funds with which to pay for teachers and build schoolhouses.

The solution of the financial problems of the schools is sometimes thought of by teachers as a matter about which they do not need to concern themselves. One often hears at teachers' meetings the remark that the country has enough money for schools and the exhortation that teachers go to the legislature and get it. It is doubt-

less true that there is money in the country as a whole, but it is equally true that many communities cannot afford to pay more for education. An indiscriminating appeal to the legislature to raise the tax rates in all communities would do more harm than good. What is needed is careful adjustment of the burden after a study of the whole problem.

The Committee on School Finance of the King County Teachers' League in the State of Washington has adopted a course which ought to be followed by every teachers' association in the United States. This committee has gathered and published in a four-page leaflet the facts with regard to their county.

The following notes are among the items printed at the bottom of the table:

Column 5 shows the per pupil valuation upon which district taxation depends. This ranges in second-class districts from \$1,798 in Issaquah to \$19,237 in Skykomish. In third-class districts it goes from \$1,133 in Black Diamond to \$48,106 in Mattaini. A 10-mill levy on these amounts shows the district tax available for the education of each pupil in the different districts without special election. Twenty mills may be used when authorized by a vote.

Column 10 shows the amounts to be spent this year per pupil. These have a wide range—from \$38 in Krain to \$479 in South Mercer. Fourteen districts are spending more than \$200 per pupil; thirty districts from \$100 to \$200 per pupil; thirty districts from \$80 to \$100 per pupil; thirty-one districts from \$60 to \$80 per pupil; six districts from \$50 to \$60 per pupil; five districts from \$38 to \$50 per pupil.

By comparing Column 3 with Column 14 the difference between present valuations and those of 1914 is found. Seventy districts of the 121 show *decreased* valuations in the six-year period.

There can be no denying that such facts as these are fundamental to educational organization in King County. Turning to the general table itself, we find in a column showing the expenses per pupil in third-class districts, with from 50 to 100 pupils in average daily attendance, such figures as the following: \$91, \$142, \$106, \$105, \$94, \$62, \$59, \$85, \$44, \$38, \$50. Here again are facts which cannot be overlooked. In these same third-class districts the levy in 1920 varied from twenty mills to four mills.

Such impressive inequalities cannot be overcome by any mere exhortation to go to the legislature and get more funds. There must be genuine civic wisdom in the minds of those who go to the

legislature. There must be a clear insight into the vast social problems which are involved in readjusting taxes. In short, there must be a type of careful consideration which is now uncommon and will continue to be uncommon until many school people have followed the example of the King County Teachers' League.

HANDWRITING IN THE SCHOOL

There is no branch of instruction in the elementary schools so subject to control by waves of fashion as handwriting. At the present time the country is largely under the domination of a system that has no justification in results secured or in psychology.

Perhaps the best way to develop a better attitude on the matter is to publish the following letter which comes from a practical teacher, Miss Edna Clyne, Vancouver, Washington:

During the past few years I have been impressed by the fact that penmanship does not carry over in the primary grades of most of our schools. Spencerian, vertical, and half a dozen other systems have had their day and ceased to exist, but it is still a self-evident fact that penmanship does not function.

Where muscular-movement systems have been introduced, an effort is usually made to have the forearm movement used from the first. The most optimistic penmanship enthusiasts understand that to secure this in the primary grades the form of the letters must largely be sacrificed. Yet in the working out of the plan this seems to have been done without securing the movement. During the penmanship period an earnest teacher may obtain good movement. But in having it carry over to the other work of the day no teacher seems entirely to have succeeded, and most have frankly failed.

In an effort to gain information concerning this vexed point the following observations were made of the written work of 627 children in the second and third grades of one of the small cities of Washington, in some subject other than the regular penmanship lesson.

GRADE	NUMBER OF CHILDREN	MOVEMENT		
		Good	Fair	Finger
II B.....	107	0	1	106
II A.....	153	4	7	142
III B.....	156	1	7	148
III A.....	211	2	7	202
Total.....	627	7	22	598

Courtis, of Detroit, tested for results in writing in Detroit. Melcher, of the Bureau of Education, tested 37,000 cases in Kansas City. Neither

found a single case functioning in writing. It is apparent from these observations, which could probably be duplicated in most of the cities of the country, that something is wrong.

The psychological solution, from the standpoint of penmanship, at least, would be to push penmanship farther up in the grades, using the blackboard for such written work as must be done by the younger children. If writing must be done at the desks, it should be so large that cramped movement would be impossible. But with present courses of study and schoolroom conditions this is frequently impossible.

If we are forced to make a choice between form and movement and the choice falls upon movement, some means should be devised for securing it. At present children are using finger movement almost unanimously. Greater emphasis on the part of teachers would undoubtedly help. Penmanship is frequently a neglected subject. Also it should be understood by teachers and pupils that it is upon movement that ratings are to be made. If well-written papers are to be praised and receive the high grades it is a constant temptation to resort to the means which will secure these pleasing results.

If form is to be stressed, two or three minutes of the writing period should be devoted to movement drills when correct movement should be insisted upon. The remainder of the time should be spent in mastering the correct letter forms, ignoring movement, but using the blackboard as much of the time as possible. The unfortunate phase of this method is that we allow children to form a habit which must be broken up later. Yet, this is what we are actually doing at present without the advantage of being honest with ourselves and the children, and without being able to teach good letter forms, and to insist upon neat written work.

Whatever the solution, it seems an evidence of inefficiency in our schools to continue to sacrifice form to movement without securing the movement, the result being waste of time and the formation of bad writing habits by the children.

SCHOOL-BUILDING PROGRAMS

Early in the year the Board of Education of Cleveland Heights, a suburb of the city of Cleveland, with the co-operation of the civic clubs of the city, secured the services of Mr. Packer of Detroit and some of his associates to lay out a program of building which should anticipate the needs of the next twenty years.

The report was printed during the summer and distributed to the people of Cleveland Heights as the basis for a campaign for bonds to carry out the comprehensive suggestions made by the surveyors. This report contains diagrams showing the present distribution of buildings and other diagrams showing where it

will be advisable in the future to erect elementary schools, junior high schools, and the central high school. The diagrams are perfectly clear and set forth, in a form which every citizen can understand, the simple principles on which school buildings must be located.

The fundamental teachings of the survey are summarized in the following paragraphs:

In general, the number of buildings for each type of school should be as few as possible. The realization of such a principle does away with schools which enroll a very small number of children except in the early development of outlying districts which are sparsely settled. As a matter of fact, the only absolutely known and recognized factor which prevents concentrating all the educational activities of a public school system at one center is the distance children would be compelled to travel. With distances children are to be asked to travel as a fundamental guide, the ultimate school plant for Cleveland Heights has been planned, showing the number and location of the proposed elementary, junior and senior high schools.

It is obvious that the younger children should not be asked to travel as great distances as the older children. Furthermore, the area of a district which is limited to reasonable distances of travel for elementary children does not contribute a sufficient number of students for an effective educational unit in junior and senior high schools. In like manner, a junior high school district has too few pupils for an effective senior high school. These conclusions are true because of two factors: first, the junior and senior high schools provide for only three grades each, while the elementary school cares for six grades and kindergarten; and second, the number of children remaining in school becomes less and less in each successive grade especially after the attainment of the compulsory school age.

This clear statement of a fundamental principle should be pondered by all students of school administration and by all officers of school systems. A few years ago there was an effort to bring together in one school building all grades of schools and to convince communities that the school building was the dominant factor in the organization of an educational system. That theory was so vigorously advanced that it almost secured a footing in American cities. It was, however, a self-refuting theory, and Mr. Packer and his associates have done well to lay down so clearly the truer principle.

PAROCHIAL SCHOOLS IN MICHIGAN

At the request of the *New York Evening Post*, State Superintendent T. E. Johnson supplied a statement regarding the proposed amendment dealing with public schools and preventing the maintenance of parochial and private schools. The statement is as follows:

The following amendment to the Constitution of Michigan has been submitted to the Secretary of State to be placed on the ballot at the general election next November:

"SECTION 16.—All residents of the State of Michigan between the ages of five years and sixteen years shall attend the public school in their respective districts until they have graduated from the eighth grade; provided, that in districts where the grades do not reach the eighth, then all persons herein decribed in such district shall complete the course taught therein.

"SECTION 17.—The Legislature shall enact all necessary legislation to render Section 16 effective."

The petitions were circulated by the Wayne County Civic Association, now known as the Public School Defence League. The Attorney General has ruled that the question should not be submitted on the ground that it is unconstitutional and confiscatory in its nature. However, the supporters of the movement have secured an order from the Supreme Court to show cause why it should not be submitted. The matter rests, so far as its legal status is concerned, at this point.

The opposition is of two types: those who oppose the entire movement because of their interest in the private or parochial schools of the state, and those who object to the form in which the amendment is submitted, on the following grounds:

(1) Many children five years of age should not be compelled to attend school. The age limits under our compulsory-attendance law are seven and sixteen.

(2) It prevents the closing of schools where the attendance is small and the transportation of the pupils to larger schools, as is now done.

(3) People desiring to send their children to a better school in a neighboring district, possibly a city system, paying tuition, would be prevented from doing so.

(4) It would abolish special schools now maintained in the state for delinquent or incorrigible, deaf, blind, and sub-normal children.

Of course the amendment might have been so worded as to overcome the above objections, in which case the opposition would arise from those who felt that it was improper to interfere with groups of citizens who felt it their religious duty to send their children to a school where they would receive

religious instruction. Michigan does not have the large number of schools of a private experimental nature found in states like New York, so there should be no particular hardship involved in so far as they are concerned. I believe much of the opposition to the so-called Lusk bills came from people supporting this type of school, as well as from those of liberal thought, who felt that the state should not interfere in matters of this kind. Whether or not the amendment will be submitted depends, of course, on court decision.

The controversy which is on in Michigan is of more than local interest. The chairman of the National Education Association Commission on the Smith-Towner Bill asserted with emphasis at Salt Lake City that one of the chief obstacles in the way of that bill is the opposition of certain religious organizations. He expressed himself vigorously regarding "these enemies of the public schools" and their national policy. The foreign-language program of the parochial schools of a number of the different churches was also a subject of very general criticism during the war.

The experience of Europe has shown one way of solving many of these problems. Every country in Europe that is advanced in its school policies has put all education under the supervision of the state, thus recognizing education as a public trust. Within this general supervision liberty can be granted to any organization to carry on its own particular kind of school, but the liberty is not one permitting competition with public schools or departure from the standards of public schools.

The friends of public education and the friends of church schools will probably find in the long run that neither can put the other out of existence. The abolition of church schools has never yet been possible. On the other hand, the history of civilization has shown unmistakably the trend toward secular control of education. The trend thus seen is justifiable on every possible ground and should be encouraged and advocated. Supervision of schools through definite standards is the right and duty of the state. Such supervision can be advocated without partisan bitterness and without impairing the rights of anyone.

ALL-YEAR SCHOOLS

The Bureau of Education issues the following statement:

Schools are in session all the year round in Amarillo, Texas, and teachers are paid for twelve months' work. Salaries have been increased more than 50

per cent, but only a few thousand dollars have been added to the total expenditure for the salaries.

The school year of forty-eight weeks has been divided into three terms of sixteen weeks each, and each pupil in the city will be given free tuition for two of these terms and allowed to make his grade in a year, as at present. Under the arrangement, only two-thirds of the pupils will be in school at one time, and only two-thirds of the teachers will be needed. If these teachers were paid at the same rate as at present, the annual pay-roll would be just two-thirds as much, for the teachers will teach for twelve months in the year instead of nine, as heretofore. The annual salaries of these two-thirds have been increased about 50 per cent, which brings the pay-roll to about where it was before. As a matter of fact, the salaries of teachers have been increased a little more than 50 per cent, and the pay-roll for next year will be about \$90,000.

Next year no teacher in the Amarillo schools will receive less than \$1,236, and the salaries will range from this amount to \$2,260.

The forty-eight-week school was made necessary by the low constitutional tax rate allowed Texas schools. For several years Superintendent M. H. Duncan has been advocating a forty-eight-week school, in which free tuition would be given to all children for the three terms. Two terms of the three would be devoted to academic work and the third term would be devoted to a practical application of the lessons learned from the book during the first two. Such a plan, it is believed, would bring the school and the world closer together, motivate school work, and at the same time increase its efficiency by intensifying it and making it more serious. This is the type of forty-eight-week school the Amarillo board contemplates putting in just as soon as they can get the money to do it with. The present arrangement is only temporary.

Under the plan now in operation the three terms will be as follows: From September 1 to the Christmas holidays; from the Christmas holidays to about April 20; and from April 20 to about August 8. There will be one week's vacation during the Christmas holidays and three weeks in August. The plan was put into operation by opening the schools to one-third of the children during the present summer. Another third will enter September 1, and from then on there will be two-thirds of the children in school. The last third will not enter until January 1. Before the plan was started the pupils were divided into three equal groups with regard to grades and half-grades, each one being given the term of his parent's choice so far as this could be done.

From Cleveland comes the following:

What seems to be a good indication that Cleveland in the near future will adopt the twelve-month school year may be seen in the large attendance at the summer schools this summer; and in the fact that from a third to a half of those enrolled are studying, not to make up work in which they have failed, but to gain a semester.

More than 6,000 children are in the elementary schools which are open as summer schools; more than 4,000 are in the high schools. Figures show that more than half of those in high schools this summer are trying to gain a semester. The same is true of more than a third of the 6,000 in the elementary classes. It is obvious that thousands of Cleveland children already have adopted the year-round school.

At a number of the elementary schools this summer supervisory assistants are having their first experience as principals.

The *Seattle School Bulletin* contains the following:

Last year, for the first time in Seattle, classes were conducted during vacation in both grade and high-school subjects at free public schools. The attendance and the results demonstrate the need of such schools and it is the intention of the school authorities to conduct schools in the same buildings and in the same manner as last year, making such changes as seem best. Definite directions for recommending pupils and for securing books for summer use will be sent to the principals of the schools as soon as they can be prepared.

The vacation schools should serve two classes of pupils at this time: those who are clearly in advance of their grades and could easily complete the essentials of the next semester's work in six weeks, and those who, for any reason, are not strong enough for promotion with their classes. For both of these groups the short vacation school is especially adapted, saving valuable time for the pupils and enabling some to maintain their self-confidence and self-respect by avoiding what is to them humiliating failure to "pass." Occasionally a pupil not included in these classes is permitted to go to vacation schools, but only for some good reason such as recent arrival in the city.

These schools will be conducted in the various high-school buildings, elementary-school work being offered in all of these buildings and high-school subjects being offered only at Broadway High School. Pupils should secure their permission to attend, and enter upon the first day of the session, June 21. Pupils who are doing ordinarily good work should not plan to attend vacation school, but should take up their work regularly in September.

Elementary vacation schools will be in session six weeks, while high-school subjects will continue for eight weeks. Before pupils enroll for vacation schools they must obtain permission from the principal of the school from which they come.

ADVERTISING EDUCATIONAL POLICIES

A number of devices have been adopted within the last few months to bring to the attention of the public the work of the schools. Not infrequently these devices have failed to be effective in stimulating genuine appreciation of the schools, because they have aimed at some narrow or selfish end. It is gratifying,

therefore, to find a series of systematic efforts of a truly professional tone which are directed toward constructive development of public interest in the broader policies of public education.

The Sioux City Teachers' Club published a series of advertisements in the local newspapers which did not ask for anything except proper appreciation of the public schools on the part of citizens. There were advertisements on the primary school, one on the teaching of citizenship, one on the high school, and others on other subjects—twenty-four in all. A part of one of these advertisements may be reproduced as typical of the spirit of all.

WHAT ARE JUNIOR HIGH SCHOOLS? VISIT THEM

Appreciating that the break between the eighth grade in the grammar school and the Freshman classes in the high schools generally furnished the faltering step to the average student who discontinued his education at this point, the city school administration adopted the junior high plan.

It has long been thought that the seventh- and eighth-grade pupils were too old for their environment and that the ninth-grade pupils were too young for theirs. The result was that the incentive to continue education was slackened and was found to be the indirect cause of so few graduating from the senior high school.

The junior high school furnishes this missing link. Through its making the eighth grade more practical and interesting, it enhances the student's attitude toward educational advancement. Through its alleviating the complexity of the ninth grade (the old Freshman high-school year), it has encouraged scores of students to complete their high-school training courses, who otherwise would have considered their education sufficient when graduated from the grammar school.

The junior high school has been variously defined as to its portion of a six-year high-school course, as to its separate housing, and as to its adjustability to adolescents. But the junior high is not curriculum, nor location, nor adolescence. It is simply—opportunity and growth.